

Preparation for Adulthood: Senior Engagement

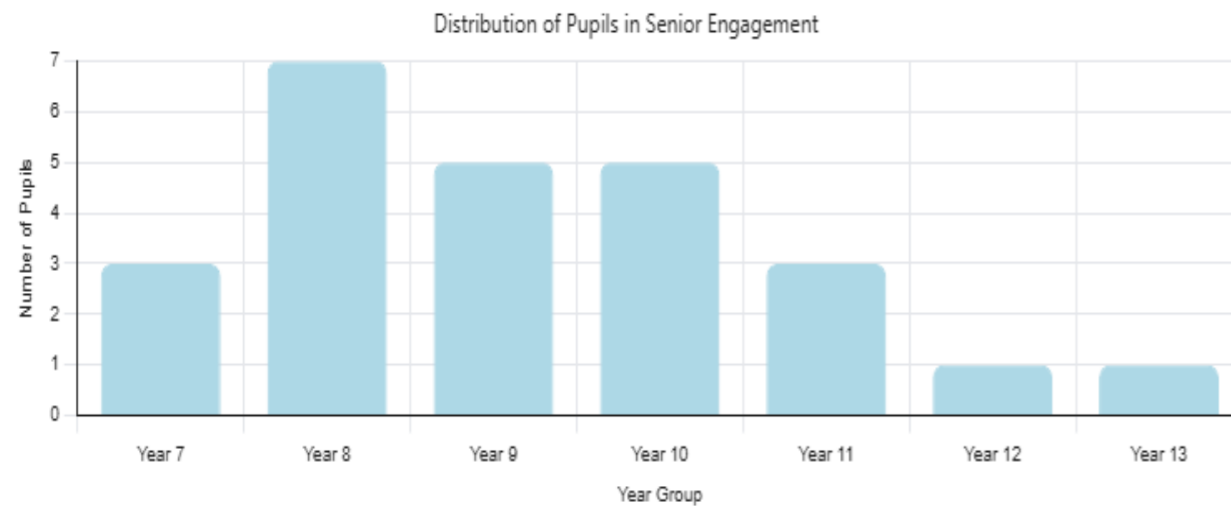
Intent:

The Preparation for Adulthood (PfA) curriculum is a framework designed to support young people—particularly those with special educational needs and disabilities (SEND)—in making a successful transition from childhood to adult life. It is informed by school-based evidence, including destination data tracking, and aligns closely with the SEND Code of Practice and national PfA outcomes, ensuring provision is purposeful, structured, and responsive to learner need.

The curriculum is structured around four nationally recognised PfA outcomes:

- ✓ Independent Living – Developing self-care, home management skills, financial awareness, and travel skills to promote autonomy.
- ✓ Health – Supporting physical and mental well-being through personal care routines, healthy lifestyle choices, and emotional regulation strategies.
- ✓ Employment – Encouraging engagement in meaningful activities through teamwork, problem-solving, and exposure to vocational and work-related experiences.
- ✓ Community Inclusion – Building relationships, developing awareness of personal safety, and promoting participation in the wider community.

Within the Senior Engagement cohort of 25 students there are:



Preparation for Adulthood within Senior Engagement is not delivered as a discrete subject but is embedded throughout the curriculum through practical, real-life experiences. These include cooking sessions, community visits, shopping experiences, hydrotherapy, and sensory-based activities. Through these opportunities, learners develop essential life skills such as personal care routines, increasing independence in dressing and undressing, and building confidence in community contexts such as road safety awareness, making choices, and participating in simple transactions.

To support accreditation and recognise learner achievement, elements of the curriculum are aligned with OCR Life and Living Skills. Units are carefully selected and adapted to meet individual learner needs and are delivered through practical, real-life experiences. Each half term, learners focus on a specific OCR unit, which is linked to the overarching curriculum topic. This ensures a coherent and meaningful learning experience, where skills are revisited and applied across different contexts, supporting engagement and the generalisation of learning. Evidence is gathered through observation, participation, and recorded outcomes, ensuring achievements are personalised and reflective of each learner's progress.

For our most complex learners, repetition is essential to support understanding and gradual development of independence. The curriculum is therefore delivered through a repeated annual cycle rather than a multi-year pathway, allowing learners to revisit key skills in familiar contexts while developing increased confidence, independence, and responsiveness over time. OCR units are selected to reflect this approach and may be revisited or built upon where appropriate, ensuring that accreditation supports, rather than drives, the curriculum. Progress is demonstrated through increased independence, reduced reliance on prompts, greater consistency, and the ability to apply skills across familiar and new contexts.

The Person-Centred Planning team at Northumberland County Council support students to develop a personalised plan that reflects who they are, what matters to them, and their aspirations for the future. Working alongside the student and those who know them best, the plan clearly outlines the resources, adjustments and support needed to help them achieve their goals and live independently. This support is available to all students who have an allocated adult social worker, ensuring their voice is central to planning and decision-making. Person-centred planning is supported internally through a trained Careers Advisor working alongside the PfA Lead. Learners use personalised communication methods to express preferences, choices, and aspirations.

Senior Engagement Implementation

The curriculum is delivered through four interconnected PfA strands:

<p>Independent Living</p>	<p><i>Learners develop participation in daily living skills including cooking, personal care, household routines, safety awareness, and basic financial experiences through structured, supported activities.</i></p> <ul style="list-style-type: none"> • Take part in preparing simple foods using visual step-by-step instructions. • Make choices using personalised communication systems. • Engage in cooking, hygiene, and household routines with support. • Participate in shopping and money-based experiences through role play and real-life contexts. • Follow visual prompts for safety, travel, and daily routines. • Take part in cleaning, tidying, and laundry activities with structured support. • Engage with household equipment (washing machine, folding, drying clothes) using visual sequences. • Show awareness of personal belongings and keeping items safe. • Experience different ways of paying (cash, card, contactless) through supported interaction. • Follow emergency routines (fire drills, alarms, signals) with visual and adult support. • Explore living environments through visits, photos, and sensory experiences.
<p>Community Inclusion</p>	<p><i>Learners engage in shared activities, community visits, leisure experiences, and structured group participation to build familiarity, relationships, and awareness of the wider world.</i></p> <ul style="list-style-type: none"> • Take part in shared activities with peers and adults. • Engage in turn-taking and group participation with support. • Make choices about activities, people, and environments using personalised communication. • Take part in community visits and leisure experiences. • Experience structured group opportunities (clubs, outings, shared activities). • Follow familiar community routines using visual supports. • Experience new environments with preparation and reassurance. • Respond to signs, symbols, and familiar cues in the community. • Show awareness of safety when travelling or accessing the community. • Use personalised communication to request help or support. • Develop awareness of emotions (self and others) through supported interaction. • Experience different roles people have in the community.



Health	<p><i>Learners develop awareness of physical and emotional well-being through sensory experiences, physical activity (including hydrotherapy, rebound therapy, and community walks), personal care routines, and emotional regulation strategies.</i></p> <ul style="list-style-type: none">• Take part in physical activities including hydrotherapy, rebound therapy, community walks, and gross motor skill sessions.• Engage in personal care routines (washing, dressing, toothbrushing) with visual support.• Explore food and drink through sensory experiences.• Make choices about food and drink using personalised communication.• Develop awareness of body signals (hunger, tiredness, discomfort).• Respond to feeling unwell using personalised communication.• Participate in health routines and appointments with preparation and support.• Experience sensory aspects of healthcare environments.• Recognise and express emotions using personalised communication systems.• Use simple coping strategies (sensory tools, routines, calming activities).• Respond to changes in routine with support.• Take part in structured daily routines including activity and rest.
Employment (Engagement and Meaningful Activity)	<p><i>Learners explore roles, routines, and purposeful activities through classroom responsibilities, structured tasks, visits, and early exposure to work-related environments.</i></p> <ul style="list-style-type: none">• Explore interests, preferences, and strengths through structured activities.• Participate in classroom and school-based roles.• Experience work-related environments through visits and role play.• Engage in person-centred planning using communication systems.• Take part in structured group and individual tasks.• Experience early money concepts through choice and exchange activities.• Show awareness of different roles people have in work and services.• Engage in supported problem-solving activities.• Participate in shared purposeful tasks with peers and adults.

Shopping	Leisure	Services	Future Provision
<ul style="list-style-type: none"> • Supermarkets • Local shops • Post office • Café • Online shopping 	<ul style="list-style-type: none"> • Swimming pool, e.g., Concordia • Cafes, e.g., Bertorelli's (Newbiggin), Azure Garden centre, Druridge Bay café and park, Market Pavillion (Blyth), Drift café (Cresswell) • Local parks and areas of interest • Local walks, e.g., Northumberlandia, QUEII lake, Plessey woods • Hydrotherapy • Public bus • Museums, e.g., Woodhorn museum • Restaurants • Cinema • Beach walks, e.g., Cresswell, Cambois, Beadnell • Art and performance 	<ul style="list-style-type: none"> • Library • Post office • Doctors • Dentist • Emergency services • Walk-in centre • Opticians • Places of worship 	<ul style="list-style-type: none"> • Brightside • Parkhead • Mowbray Day Centre • Supported living • Staying at home with carer support

Useful Resources	
NDTi resources	Preparing for Adulthood: All Tools & Resources - NDTi
Growing Up in Northumberland	04ba77_0edf24825cb646fa9f88f6881ef4a4be.pdf
Careers (Employment) lesson plans	Teaching & Learning - Talentino! CAEL Heritage Manual latest version 2021.pdf - All Documents
SEND Local Offer	Friendships and relationships SEND local offer Independent living and housing SEND local offer Staying healthy and well SEND local offer Education, employment and training SEND local offer Travel training SEND local offer Leisure SEND local offer Staying healthy and well SEND local offer

Citizens Advice	Benefits - Citizens Advice Housing - Citizens Advice Work - Citizens Advice Health - Citizens Advice Debt and money - Citizens Advice Consumer - Citizens Advice
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Strategic Impact
<p>Life readiness and independence Learners develop awareness of daily routines through repeated, supported experiences. They show increased engagement, anticipation of familiar activities, and growing participation in life skills.</p> <p>Communication and participation Learners use personalised communication to make choices, express needs, and engage with others. They show increased confidence in structured participation.</p> <p>Health and well-being Learners demonstrate increased awareness of body needs and emotional states through physical activity, sensory regulation, and supported routines.</p> <p>Community inclusion Learners develop familiarity with community environments and show increased engagement in social and leisure experiences.</p> <p>Adaptability and responsiveness The curriculum responds to changes in external services through internal expertise, including Careers Advisor support. Provision is highly personalised, responsive to learner need, and supports EHCP outcomes.</p> <p>Evidence of impact Impact is demonstrated through:</p> <ul style="list-style-type: none"> • increased engagement in routines and activities • improved communication of preferences and needs

- responses to familiar environments and people
- participation in structured experiences
- developing independence within supported contexts

This PfA curriculum ensures learners with complex needs are supported to develop communication, independence, participation, and wellbeing through meaningful, repeated, and highly personalised experiences that prepare them for adulthood in a way that is appropriate to their individual needs and stages of development.